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Hungary, being part of the Austro-Hungarian Empire, as far as its foreign affairs were concerned, was not an independent political power when it declared war on Serbia in July 1914, and until the 1918 armistice with the Entente Powers, it took part in the military events with 3 581 000 soldiers on the side of the Central Powers. These events were of some impact on the operation of Hungarian schools, and on children's daily life. The school curriculum and pedagogical methods reflected the state of war; the military preparation of youngsters, and the problems of the hinterland that concerned children (as well) became important subjects in pedagogical periodicals, daily newspapers and on posters. A number of handbooks and novels were written on the horrors of the war, on patriotism, on the education of the nation, and on soldierly courage: some of these had some pedagogical features, or were intended for children or youngsters. However, only a few books were published in which the author showed in what way children were affected by the war. This paper introduces one of these rare sources: László Nagy's (1915) book – entitled *The War and the Child's Psyche* –, which is important both from the point of view of child psychology and that of the history of education. This book can be of great interest not only for the Hungarian historians of education, but also for researchers from other countries.

In 1906, based on foreign patterns and in the wake of earlier Hungarian initiatives, Hungarian psychologists and teachers founded the Hungarian Society for Child Studies, which operated until 1948. The society established departments, provincial branches, organised public lectures and meetings, issued publications and series of books, and from 1907 published its own journal called *The Child*. They were constantly focussing on getting to know the main features of children's interests and their development, and on the thinking over and application of the results of child psychology from a pedagogical/school-teaching point of view. László Nagy (1857-1931), teacher and child psychologist, was the founding president of this society, the editor of the journal, mental father of the reform school in Budapest which opened in 1912 (called the New School), and the inventor of many pedagogical innovations. In the winter of 1914-15, the Society, under Nagy's direction, carried out a wide-ranging questionnaire-based survey involving 120 Hungarian schools, examining what children think about the war, what they consider as good and bad about it, who they consider to be responsible for the onset of the war, what they consider to be the chief military virtue, and in general: how the war years affect them, what they are afraid of, what kind of fighting games they play. They collected data in two age groups: between 8-14-year-olds and 14-18-year-olds – presenting both groups of informants with 8 strings of questions to be answered mainly in written format, and one with drawings. (For instance: Why is there a state of war now? How will it end? Why? Do you ever play at war? Write down how. Do you like the war? Why? Has the war changed your daily routine? How? Etc.)

In the course of our research we revealed the background of László Nagy's examinations, the features and problems of the preparations and the data collection; we analysed the textual corpus of the volume, comparing it with other contemporary Hungarian sources, and we found and scrutinised the reviews and analyses of the volume written from the 1910-s to the present day. Processing the data, Nagy examined how the war crisis affected children's souls, how the changing of their ideas were related to the phases of their intellectual, emotional and moral development, and discussed what sort of tasks the recognition of children's thoughts brings to the surface concerning moral and national education. The book – of which, unfortunately, only the first volume got completed – bears great significance not only from a child psychological point of view, but also contains several details that shed light on the contemporary Hungarian pedagogical and political thinking, and a number of characteristic properties of the questionnaire-based research methodology of the 1910-s can be

highlighted with its help. Albeit the driving motivations behind the survey and the book reporting its results were solely child psychological and pedagogical, now, a hundred years later, they have become an important Hungarian source for the research of the history of education and childhood, and in a broader scope, of the history of World War I.

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### **Main research topics:**

*History of female education in Hungary (18th and 19th century)*

*Representation of the History of Non-Western education in the European sources (19th century)*

*Medieval history of Islamic education*

*History of childhood in Hungary (1950s years)*

### **Main publications:**

#### Books:

Kéri, Katalin: **Knowledge of Allah. Introduction to the History of Islamic Education.** Pro Pannonia Kiadó, Pécs, 2010. *(in Hungarian)*

Kéri, Katalin: **Studies on History of Education in Spain.** SZTE –PTE, Szeged – Pécs, 2009. *(in Hungarian)*

Kéri, Katalin: **Ladies with Parasol. Women's History in Hungary, 1867-1914.** Pro Pannonia Kiadó, Pécs, 2008. *(in Hungarian)*

#### Studies:

Kéri, Katalin: **Antonina de Gerando.** In: *Femmes pédagogues.* t. I. – De l'Antiquité au XIXe siècle. Dir.: Houssaye, Jean. Paris, 2008. Ed. Fabert, 585-610. pp.

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Kéri, Katalin: **The history of education of subnormal children in Spain.** In: *Normalität, Abnormalität und Devianz. Gesellschaftliche Konstruktionsprozesse und ihre Umwälzungen in der Moderne.* Hrsg.: Attila Nóbik – Béla Pukánszky. Peter Lang, Frankfurt am Main, 2010. 211-223. pp.

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